ARTIST/CREATIVE PRACTITIONER AS PEDAGOGUE

Euro-Aspire project
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Presentation Overview

- Rationale
- Context, process, achievement
- Non-formal experiential learning
- Practice into theory
- Application for broader educational use
- Next steps for the Euro-Aspire network
- Questions

Rationale: Practice Trainers

- Significant role in developing work-force
- No directly relevant qualifications
- No common system for employers
- No external industrial framework
- No external educational framework
- Europe-wide issue

Context: Euro-Aspire Project

- Leonardo-funded project
- Denmark, Netherlands, Italy, Spain, UK
- Recognition and validation of practice trainers
- Employer-led framework
- Creative practice trainers
- Non-formal learning contexts

Euro-Aspire Project Process

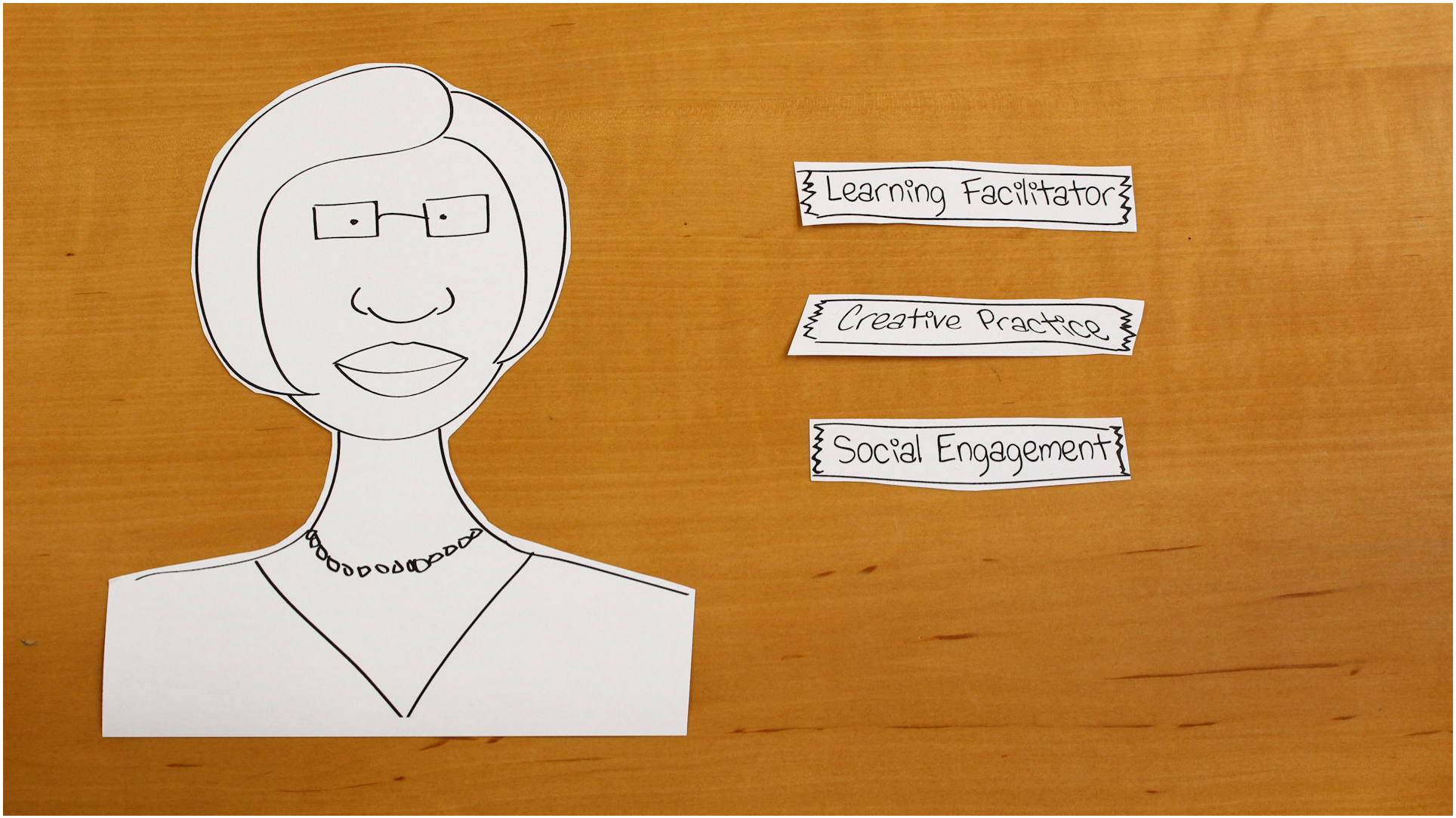
- Tacit to articulated knowledge
- Testing practice-theory-practice
- Organic interpretive framework
- Link to European Qualifications Framework
- Dissemination and further testing

Euro-Aspire Achievements

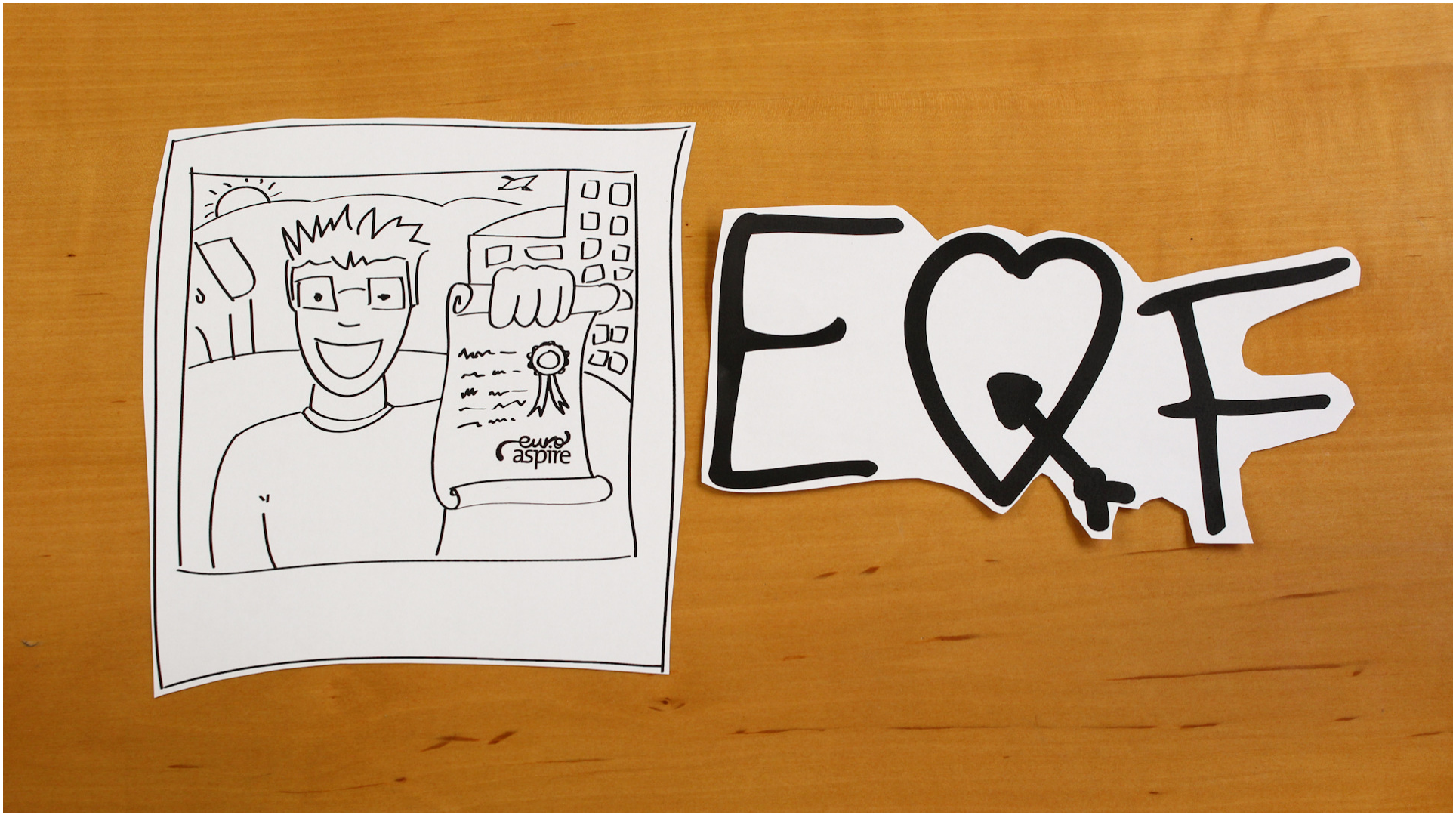
- Cultural fit with non-formal learning
- Means of trainer recognition + validation
- Common system for employers
- Community of practice development
- Applicable to other practice trainers
- Potential for wider educational contexts

Euro-Aspire animation

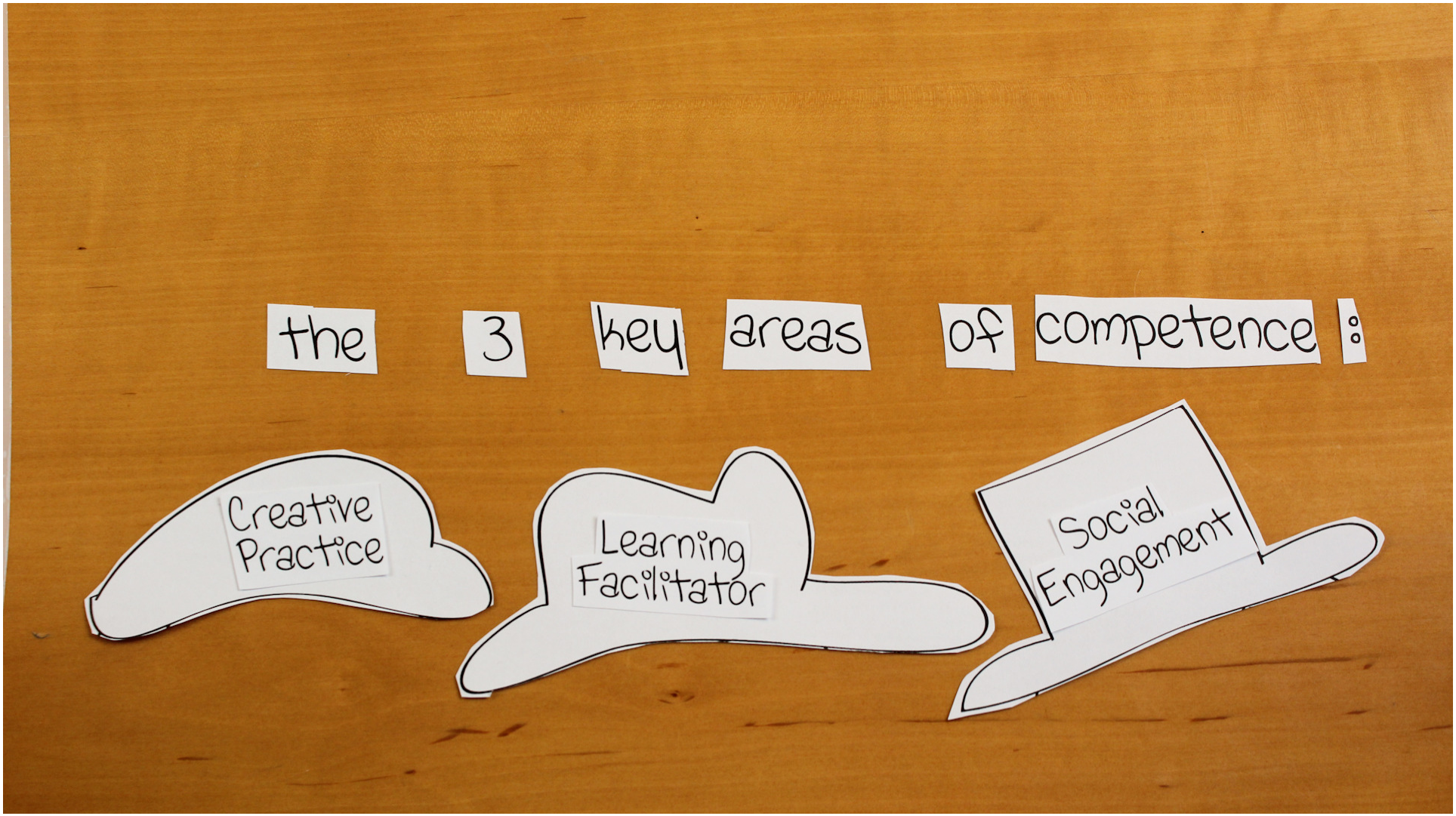
http://euro-aspire.com/readNews.php?news=44



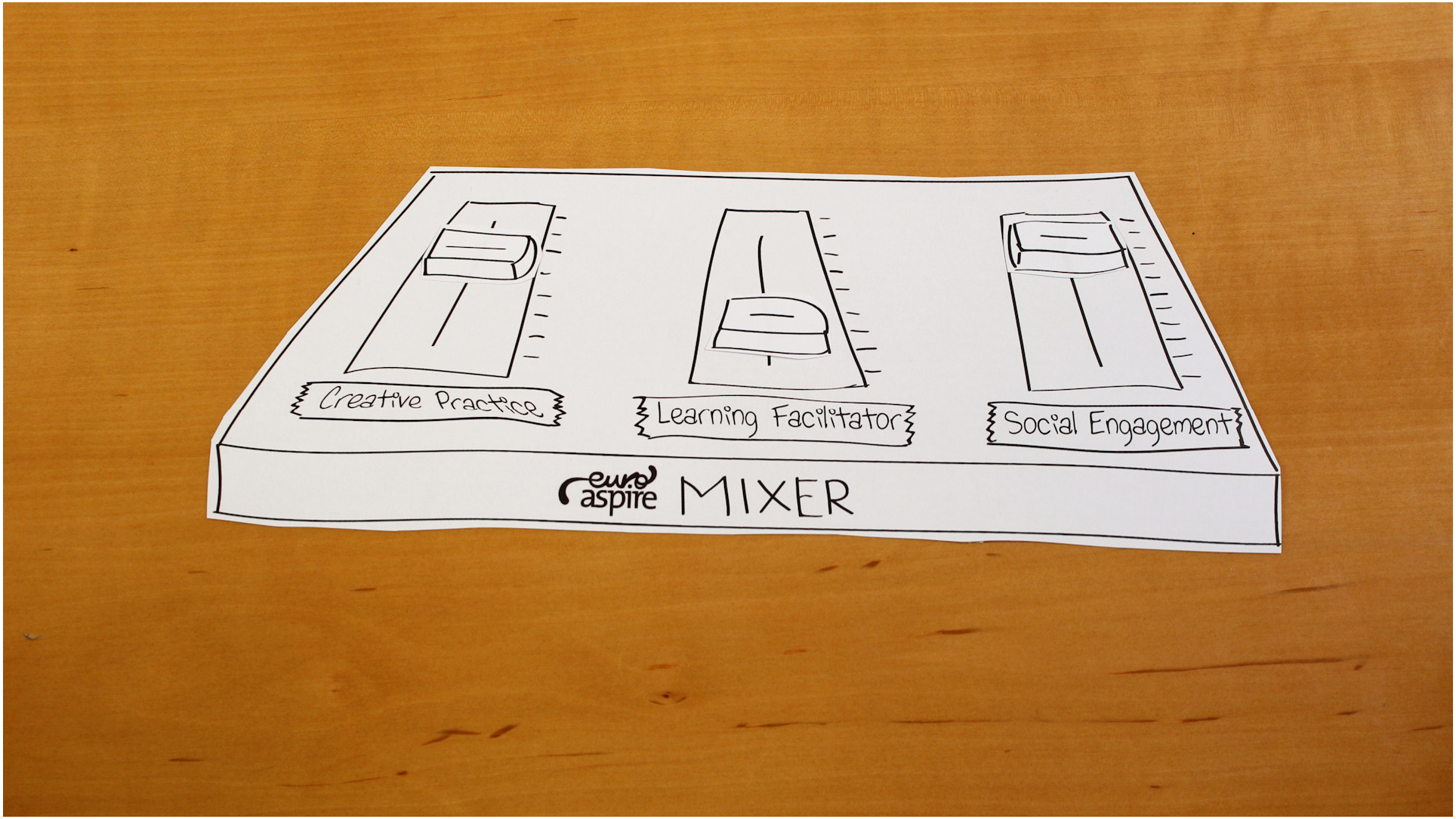
Recognition + Validation of Practice Trainers using EQF



Practice Trainer:
3 Areas of competence



Mixing competence areas in non-formal learning contexts



3 Trainer competency profiles: Proficient-Competent-Trainee

AN EXPERIENCE WITH YOU

Creative Practice Experience
Organic, Non-linear

- Play, trial and error
- Discovery, uncertainty
- Being in and managing chaos
- Working with boundaries and structures
- Taking risks, testing limits
- Being outside the comfort-zone

Practice into Theory: Artistic Trainer as pedagogue

- Knowledge-in-making (art+contexts)
- Knowledge-in-interaction (connections)
- Knowledge-in-relationship (sharing)

Wider application: Learning in a Community of Practice

- Learning in complex professional situations
- Being in a community that creates/produces
- Locating oneself in a continuum of practice
- Immediate application of learning
- Peer learning model
- Supervision/supported use of reflection
- Simultaneous, multi-dimensional learning
- Variable learning: depth, breadth and pace

Next steps for Euro-Aspire

- Consolidation of Euro-Aspire network
- Further dissemination of framework
- License to practice for trainers
- Approved register of trainers
- Adapt model for other sectors
- Adapt model for learners

Euro-Aspire Partners

collage arts
Connecting and Developing Creative Communities

LAB

RINOVA

WAC
Performing Arts and Media College

POWERED BY NEW ARTS

VIA
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ARTQUIMIA